

**Unit Eight:**  
**Community Life**

- 8.1 Exploring the Environment
- 8.2 Leisure Activities
- 8.3 Services
- 8.4 Commerce
- 8.5 Time

**COMMUNITY LIFE**

**8.1 Exploring the Environment**

A	B	C
<b>Exploring the Environment</b>	<b>Exploring the Environment</b>	<b>Exploring the Environment</b>
<ul style="list-style-type: none"><li>•climbs up and down stairs</li><li>•recognizes surroundings and moves about</li></ul>	<ul style="list-style-type: none"><li>•opens doors (pushes, pulls, turns handle)</li><li>•orients self within the environment (in the yard, in the washroom)</li><li>•walks on the sidewalk</li><li>•waits for turn to move</li></ul>	<ul style="list-style-type: none"><li>•uses escalator</li><li>•identifies various types of vehicles</li><li>•goes to familiar locations (cafeteria, gymnasium)</li><li>•recognizes signs "exit, sortie"</li><li>•uses points of reference to orient self</li><li>•names places in the environment (church, restaurant, school)</li><li>•excuses self when bumps into people or wishes to pass by</li></ul>
<b>Safety</b> <ul style="list-style-type: none"><li>•crosses the road at an intersection accompanied by an adult</li><li>•uses school transportation with adult,</li><li>•waits in the designated area</li><li>•embarks or disembarks after the adult signal</li><li>•stays seated and behaves during the ride</li><li>•keeps safety buckle attached</li></ul>	<b>Safety</b> <ul style="list-style-type: none"><li>•stops when asked to</li><li>•walks up to an intersection and waits for adult to cross</li><li>•waits until the vehicles have completely stopped before getting on or off the bus</li><li>•undoes safety belt</li></ul>	<b>Safety</b> <ul style="list-style-type: none"><li>•follows some circulation rules (walks on right side, does not run in the halls)</li><li>•buckles safety belt</li><li>•carries identification</li></ul>

D	E	F
<p data-bbox="256 170 594 201"><b>Exploring the Environment</b></p> <ul data-bbox="196 212 634 569" style="list-style-type: none"> <li>• uses the elevator</li> <li>• indicates the location of a person, object or place in relation to self (around, beside, far, close, behind)</li> <li>• goes to various establishments in neighbourhood</li> <li>• can return from a location</li> <li>• uses a bicycle or public transportation following an established path</li> </ul> <p data-bbox="196 800 285 831"><b>Safety</b></p> <ul data-bbox="196 842 651 1377" style="list-style-type: none"> <li>• checks that the road is clear before crossing</li> <li>• judges the speed at which a person or vehicle is approaching</li> <li>• crosses the road at intersections</li> <li>• recognizes and obeys the signs designated for walkers or cyclists (walk lights, crosswalks)</li> <li>• knows how to ask for help from a qualified person (bus driver, security guard, police) when lost</li> <li>• carries pocket money</li> <li>• knows personal information (address, phone number, parents' names)</li> </ul>	<p data-bbox="716 170 1053 201"><b>Exploring the Environment</b></p> <ul data-bbox="683 212 1081 611" style="list-style-type: none"> <li>• recognizes road signs</li> <li>• orients self in the workplace</li> <li>• orients self in a new setting</li> <li>• orients self using a plan</li> <li>• uses transportation information services (service information bureau, schedules, bus driver)</li> <li>• plans an itinerary to go from one place to another (from work to shopping centre)</li> </ul> <p data-bbox="683 800 773 831"><b>Safety</b></p> <ul data-bbox="683 842 1081 1199" style="list-style-type: none"> <li>• checks on the proper functioning of a bicycle</li> <li>• respects road signs</li> <li>• recognizes the need to carry a little money in case of an emergency</li> <li>• recognizes potentially dangerous situations (walking at night in an unknown area)</li> <li>• uses emergency resources 911</li> </ul>	<p data-bbox="1138 170 1476 201"><b>Exploring the Environment</b></p> <ul data-bbox="1114 212 1479 464" style="list-style-type: none"> <li>• drives a vehicle</li> <li>• chooses the best method of transportation for the outing</li> <li>• foresees an appropriate schedule (stops, meals, rests)</li> <li>• orients self using a map or town plan</li> </ul> <p data-bbox="1114 800 1203 831"><b>Safety</b></p> <ul data-bbox="1114 842 1455 947" style="list-style-type: none"> <li>• follows the road signs and the security measures that apply</li> </ul>

**COMMUNITY LIFE**

**8.2 Leisure Activities**

A	B	C
<p><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• plays alone with simple or exploration games (marble ramps, jack in the box)</li> <li>• stays seated to watch a television program</li> <li>• practices leisure activities (listens to music, goes for a walk, looks at a book)</li> <li>• participates in physical activities (slides, swings)</li> <li>• imitates others (rolls a ball, picks up a doll)</li> </ul> <p><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• listens to music</li> <li>• uses rhythmic instruments</li> <li>• explores a variety of materials (play dough, fingerpaints)</li> <li>• plays in water or sand</li> <li>• plays light games</li> <li>• plays simple interaction games ( pat-a-cake)</li> <li>• rolls a ball, drives a toy car</li> </ul>	<p><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• occupies self for a limited time in a given space</li> <li>• tolerates another person being near while playing</li> <li>• uses the game material appropriately</li> <li>• puts away game material</li> <li>• participates in an organized group game</li> <li>• follows the basic rules of play (waits turn, stays in proper place)</li> <li>• plays simple symbolic games (makes the doll eat)</li> <li>• makes choices (choose games of interest)</li> <li>• participates in new experiences</li> </ul> <p><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• looks at books, magazines, catalogues</li> <li>• watches television</li> <li>• plays make believe (looking after a baby, making a sandwich)</li> <li>• puts on a disguise</li> <li>• piles cubes, blocks, etc.</li> <li>• collects objects (rocks)</li> <li>• plays simple games on the computer</li> <li>• participates in outings (goes to a show, zoo)</li> </ul>	<p><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• plays alone during a free play period</li> <li>• respects the norms associated with a social activity (stays with the group, watches the activity, participates)</li> <li>• follows the rules of a simple game (Snakes &amp; Ladders, Trouble)</li> <li>• listens to the rules of the game</li> <li>• stops playing at the signal</li> <li>• shares the material</li> <li>• plays symbolic games by dressing up and imitating familiar roles</li> </ul> <p><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• uses a radio, a tape recorder, CD player</li> <li>• constructs with building blocks (Lego, Duplo)</li> <li>• builds puzzles</li> <li>• makes simple jewellery</li> <li>• goes fishing</li> <li>• bowls</li> <li>• plays darts or other target games (Velcro)</li> <li>• plays memory games</li> <li>• plays simple board games</li> <li>• sleeps over at a friend's house</li> <li>• takes a course</li> <li>• goes out dancing</li> </ul>

D	E	F
<p style="text-align: center;"><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• participates fully in games or leisure activities</li> <li>• behaves appropriately in a group when out in the community (walks about, shows interest in activity)</li> <li>• diversifies games and leisure activities</li> <li>• diversifies activities during lunch hour</li> <li>• interacts appropriately on a simple sports team</li> <li>• co-operates with others during an activity and follows the rules</li> <li>• accepts losing gracefully</li> <li>• organizes game materials</li> <li>• creates scenarios for symbolic games</li> </ul> <p style="text-align: center;"><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• talks to friends on the phone</li> <li>• plays an electronic game</li> <li>• rides a bicycle</li> <li>• goes for walks</li> <li>• swims, skates, etc.</li> <li>• throws and catches a Frisbee</li> <li>• plays with a yo-yo</li> <li>• plays marble games</li> <li>• plays badminton, croquet, billiards</li> <li>• makes a simple collection (hockey cards, rocks, etc.)</li> <li>• goes bird watching</li> <li>• does dot to dots</li> <li>• takes care of an animal</li> <li>• participates in a club</li> </ul>	<p style="text-align: center;"><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• recognizes leisure activities as a means of relaxing</li> <li>• participates appropriately in a cultural leisure activity (chooses the event, wears proper apparel, applauds at the appropriate time)</li> <li>• plays on a team following simple rules (ball games)</li> <li>• co-operates with others during an activity with complex rules</li> <li>• participates on a sports team demonstrating some basic skills</li> <li>• accepts a weaker player on a sports team</li> </ul> <p style="text-align: center;"><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• corresponds by email</li> <li>• does archery</li> <li>• plays baseball</li> <li>• plays cards</li> <li>• navigates the internet</li> <li>• takes photos</li> <li>• reads (comics, flyers, magazines)</li> <li>• builds a model</li> <li>• cooks</li> <li>• goes on outings (restaurant, flea market, museums, concerts)</li> <li>• does word find puzzles</li> <li>• gardens (builds a vegetable or flower garden)</li> </ul>	<p style="text-align: center;"><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• recognizes sources of leisure activities in the community</li> <li>• chooses and plans activities according to a budget, time, schedule, and resources</li> <li>• includes a weaker player by playing in a less competitive manner</li> </ul> <p style="text-align: center;"><b>Examples of leisure activities</b></p> <ul style="list-style-type: none"> <li>• lifts weights</li> <li>• participates on a sports team</li> <li>• takes a language course</li> <li>• sews, knits, crochets, etc.</li> <li>• builds three dimensional puzzles</li> <li>• does woodwork</li> <li>• plans a trip</li> <li>• goes canoeing/camping</li> </ul>

**COMMUNITY LIFE**

**8.3 Services**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Services</b>	<b>Services</b>	<b>Services</b>
<ul style="list-style-type: none"><li>• accepts intervention of various professionals (gets hair cut by a hair dresser, gets examined by a doctor, a dentist)</li><li>• accepts scholastic interventions</li><li>• is familiar with community professionals (police, firefighters, mail carriers)</li><li>• accepts strangers in his environment (grocery store, department store)</li></ul>	<ul style="list-style-type: none"><li>• associates certain professionals with their services ( hair dresser cuts hair, doctor takes care of an illness)</li><li>• recognizes the appropriate routine when interacting with service personnel (waits patiently in the waiting room to visit a doctor, waits at a table to be served in a restaurant)</li><li>• answers questions asked by these professionals</li></ul>	<ul style="list-style-type: none"><li>• uses community services (pool, park, rink) and follows the rules that apply there</li><li>• uses a public telephone</li><li>• carries documentation where necessary (membership card)</li></ul>

D	E	F
Services	Services	Services
<ul style="list-style-type: none"> <li>• develops a routine when using a specific service (brings card, money, towel)</li> <li>• asks questions related to needs ("Where is the washroom?, telephone?")</li> </ul>	<ul style="list-style-type: none"> <li>• adopts the procedures and behaviours specific to each service</li> <li>• researches the necessary information (hours of operation)</li> <li>• uses a specific service at the appropriate time only (911)</li> <li>• places a simple order over the phone</li> <li>• arrives at appointments on time</li> <li>• refers to support staff for help</li> </ul>	<ul style="list-style-type: none"> <li>• recognizes various services that may be needed (plumber, insurance agent, small appliance repair service)</li> <li>• finds the location of the services</li> <li>• uses the message machine</li> <li>• places orders (phone, internet, courier)</li> </ul>

**COMMUNITY LIFE**

**8.4 Making Purchases**

<b>A</b>	<b>B</b>	<b>C</b>
<p><b>Making Purchases</b></p> <ul style="list-style-type: none"><li>• collaborates with making purchases (pushes the cart guided by worker, goes with worker to do the shopping)</li></ul>	<p><b>Making Purchases</b></p> <ul style="list-style-type: none"><li>• takes articles from the shelves</li><li>• pushes the cart</li><li>• waits in line at the cash</li><li>• places the articles on the counter</li><li>• choose between two articles</li></ul>	<p><b>Making Purchases</b></p> <ul style="list-style-type: none"><li>• handles money with caution and discretion</li><li>• knows that paper money is worth more than coins</li><li>• collaborates with payment (gives the money, waits for the change)</li><li>• uses simple distribution machines</li></ul>

D	E	F
<p align="center"><b>Making Purchases</b></p> <ul style="list-style-type: none"> <li>• makes small purchases (cafeteria)</li> <li>• identifies the units of money (bills, coins)</li> <li>• differentiates between the dollars and cents in a price</li> <li>• understands the equivalences between different denominations of money (two \$5 bills = one \$10 bill)</li> <li>• counts units of money by denomination \$2, \$5, \$10 up to twenty</li> <li>• determines the units of money required to make a purchase (\$3.49: 1x\$5 or 1X\$10 )</li> <li>• identifies essential needs (food, clothing and housing)</li> </ul>	<p align="center"><b>Making Purchases</b></p> <ul style="list-style-type: none"> <li>• chooses products according to personal needs</li> <li>• prepares a shopping list and follows it</li> <li>• reads the prices of each item</li> <li>• foresees a higher cost because of taxes or tip</li> <li>• adds prices with the use of a calculator</li> <li>• associates the price with the amount of money required (rounds up to the nearest dollar)</li> <li>• determines the units of money required to pay a bill (\$34: 2 x20 or 1 x \$20 + 1 X \$10 + 1 x \$5)</li> <li>• counts units of money by groups of 2, 5, 10, 25</li> <li>• counts a group of coins, less than \$1.</li> <li>• writes an amount of money</li> <li>• identifies the various parts of a bill (merchandise, date, name of vender)</li> <li>• recognizes some banking terms (deposits, withdrawals, sale)</li> <li>• does some banking (deposits, withdrawals)</li> <li>• uses an ATM machine</li> <li>• estimates the cost of some usual services</li> <li>• prepares a small budget (daily purchases at the cafeteria)</li> <li>• places orders (phone, courier)</li> <li>• returns an article</li> <li>• distinguishes between needs and wants (milk vs. pop)</li> </ul>	<p align="center"><b>Making Purchases</b></p> <ul style="list-style-type: none"> <li>• pays bills</li> <li>• gives the required money indicated on the cash register</li> <li>• foresees the tax amount</li> <li>• compares prices in order to make a purchase</li> <li>• prepares a budget that reflects real needs</li> <li>• economizes to save money</li> <li>• uses credit prudently</li> <li>• asks for advice for large purchases</li> <li>• looks for specials in flyers</li> <li>• understands the influence of publicity</li> <li>• limits spending to predetermined needs (food, lodgings)</li> </ul>

**COMMUNITY LIFE****8.5 Time**

<b>A</b>	<b>B</b>	<b>C</b>
<p><b>Time Concepts</b></p> <ul style="list-style-type: none"><li>• recognizes sounds or objects as a start to an activity (a spoon indicates eating time, a timer signals the change of an activity)</li><li>• accepts the sequence of events or activities (we finish work then we play)</li></ul>	<p><b>Time Concepts</b></p> <ul style="list-style-type: none"><li>• anticipates the next activity in routine</li><li>• reads a short preset schedule</li><li>• understands before and after</li><li>• recognizes the start and end of an activity</li></ul>	<p><b>Time Concepts</b></p> <ul style="list-style-type: none"><li>• names and associates activities with the following concepts: morning, afternoon, evening, night</li><li>• lists the chronological events of a day</li><li>• reads a preset schedule that includes all the activities in a half day</li><li>• uses various measures of time (timer, egg timer)</li><li>• identifies the hours on a digital clock</li></ul>

D	E	F
Time Concepts	Time Concepts	Time Concepts
<ul style="list-style-type: none"> <li>• reads the schedule for the day</li> <li>• names and associates activities with time concepts: today, tomorrow, yesterday</li> <li>• names the days of the week in order</li> <li>• associates the days of the week with different activities</li> <li>• names the seasons</li> <li>• associates seasons with the time of the year</li> <li>• names the months in order</li> <li>• associates activities with different months of the year</li> <li>• uses a clock to associate the time with a particular activity</li> <li>• reads and tells time, hours and half hours on both digital and analog clocks</li> <li>• estimates a length of time of an activity by associating it with a known activity</li> <li>• writes the date</li> <li>• knows birth date</li> <li>• sets alarm clock</li> <li>• can situate events of life on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• participates in the preparation of a schedule</li> <li>• places events in chronological order (a story in many parts)</li> <li>• recognizes vocabulary related to time (later, sooner, now)</li> <li>• reads, writes and tells time</li> <li>• measures the length of an activity with the use of a clock</li> <li>• reads a date from a calendar</li> <li>• reads and writes the date</li> <li>• reads a weekly schedule</li> <li>• establishes the relationship between the hours and the day, the days and the weeks, the months and the years</li> <li>• estimates the length of an activity (several days, 1 hour)</li> <li>• identifies operating hours of businesses</li> </ul>	<ul style="list-style-type: none"> <li>• modifies a schedule</li> <li>• consults a personal agenda</li> <li>• keeps appointments</li> <li>• demonstrates a comprehension of the relationship between the 12 hour and the 24 hour clock</li> <li>• estimates the length of an activity</li> <li>• is punctual</li> <li>• plans a schedule, keeping in mind several factors</li> <li>• determines an arrival time, keeping in mind the walking distance, and the speed</li> </ul>